

Adopt Ed 507.19, previously effective 8/3/06 (Doc #8699), and expired 8/3/14, to read as follows:

Ed 507.19 Specialist in Assessment of Intellectual Functioning (SAIF).

(a) To be certified as a specialist in assessment of intellectual functioning (SAIF), an individual shall:

(1) Hold a master's degree and a valid:

a. Certification from the department in education, school counseling, administration or speech language specialist;

b. License as a psychologist from the New Hampshire board of psychologists;

c. License as an occupational therapist from the governing board of occupational therapists;  
or

d. License as a speech-language pathologist from the governing board of speech-language pathologists;

(2) Have at least 4 years of documented school experience in education, school counseling, administration, speech therapy or occupational therapy;

(3) Have successfully completed a SAIF program approved by the state board of education;  
or

(4) Have acquired the competencies, skills and knowledge described in (b) below through other experiences and training so as to qualify under Ed 505.03, Alternative 3: Demonstrated Competencies and Equivalent Experiences.

(b) Qualifications for SAIF shall include the following skills, competencies, and knowledge:

(1) Knowledge of relevant local, state and federal laws, policies, regulations, and procedures pertaining to education;

(2) Expertise in the nature, uses, and limitations of a variety of psychological educational assessments;

(3) Knowledge of general principles of learning and research-validated teaching strategies;

(4) Knowledge of human development theory, including application to children in a school setting;

(5) Knowledge of the learning characteristics of individuals with disabilities;

(6) Expertise in research-validated educational accommodations, modification, supports, and interventions;

(7) Knowledge of statistics, research methods and professional literature pertinent to the processes of assessment and program development;

(8) Knowledge of those ethical principles applicable to the professional school psychology practice in the reporting of assessment results to school teams aimed at protecting the rights

of individuals as set forth in National Association of School Psychologists Principles for Professional Ethics (2010) as referenced in Appendix II; and

(9) Competency and skill in:

- a. Developing professional interactions for the purpose of obtaining and communicating information;
- b. Consulting with staff members and parents regarding students' current and future needs;
- c. Translating referral questions and concerns into a set of assessment procedures that follow Ed 1107 and 20 U.S.C. 1400;
- d. Administering, scoring, and interpreting assessments of individual intelligence and cognitive processing, assessments of academic achievement, and assessments of functional achievement;
- e. Conducting a test session with sufficient proficiency to ensure fluent administration and adding meaningful clinical observation concerning the test session, as well as having sufficient expertise to reflect on the student's performance and its implication for further assessment;
- f. Integrating background information and assessment results into a description of how the child learns;
- g. Developing appropriate recommendations based upon assessments and best practices;
- h. Assisting team members in planning strategies and interventions for students and assessing their effectiveness; and
- i. Assisting the administration in planning and facilitating professional development and improvement efforts.

Adopt Ed 614.08, previously effective 8/3/06 (Doc #8699), and expired 8/3/14, to read as follows:

Ed 614.08 Specialists in the Assessment of Intellectual Functioning.

(a) The program for specialists in the assessment of intellectual functioning shall provide the candidate with the following skills, competencies, and knowledge:

- (1) Knowledge of relevant local, state and federal laws, policies, regulations, and procedures pertaining to education;
- (2) Expertise in the nature, uses, and limitations of a variety of psychological educational assessments;
- (3) Knowledge of general principles of learning and research-validated teaching strategies;
- (4) Knowledge of human development theory, including application to children in a school setting;

- (5) Knowledge of the learning characteristics of individuals with disabilities;
  - (6) Expertise in research-validated educational accommodations, modification, supports, and interventions;
  - (7) Knowledge of statistics, research methods and professional literature pertinent to the processes of assessment and program development;
  - (8) Knowledge of those ethical principles applicable to the professional school psychology practice in the reporting of assessment results to school teams aimed at protecting the rights of individuals as set forth in National Association of School Psychologists Principles for Professional Ethics (2010) as referenced in Appendix II; and
  - (9) Competency and skill in:
    - a. Developing professional interactions for the purpose of obtaining and communicating information;
    - b. Consulting with staff members and parents regarding students' current and future needs;
    - c. Translating referral questions and concerns into a set of assessment procedures that follow Ed 1107 and 20 U.S.C. 1400;
    - d. Administering, scoring, and interpreting assessments of individual intelligence and cognitive processing, assessments of academic achievement, and assessments of functional achievement;
    - e. Conducting a test session with sufficient proficiency to ensure fluent administration and adding meaningful clinical observation concerning the test session, as well as having sufficient expertise to reflect on the student's performance and its implication for further assessment;
    - f. Integrating background information and assessment results into a description of how the child learns;
    - g. Developing appropriate recommendations based upon assessments and best practices;
    - h. Assisting team members in planning strategies and interventions for students and assessing their effectiveness; and
    - i. Assisting the administration in planning and facilitating professional development and improvement efforts.
- (b) The program shall provide an adequate and appropriate field-based experience of no fewer than 6 cases in a school setting below the senior high level other than one confined to children with disabilities, and with intensive step by step supervision by persons who hold a valid New Hampshire specialist in the assessment of intellectual functioning (SAIF) certification, or equivalent as determined by the current SAIF certification standards, and who are under contract to the training institution.

(c) After successful completion of (b) above, the program shall provide the student with appropriate supervision for a period of one school year while the student completes an internship.

### Appendix I

Rule	Statute
<b>Ed 507.19</b>	<b>RSA 21-N:9, II(s)</b>
<b>Ed 614.08</b>	<b>RSA 21-N:9, II(r)</b>

### Appendix II Incorporation by Reference Information

Rule	Title	Publisher; How to Obtain; Cost
Ed 507.19(b)(8) and Ed 614.08(a)(8)	NASP Principles of Professional Ethics (2010)	<p>Go to  <a href="http://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/1_%20Ethical%20Principles.pdf">http://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/1_%20Ethical%20Principles.pdf</a>            No cost for PDF document</p> <p>National Association of School Psychologists            4340 East West Highway, Suite 402            Bethesda, MD 20814</p> <p>Phone: (301) 657-0270   Toll Free: (866) 331-NASP</p> <p>Cost: Member Price: \$48.00; Nonmember Price: \$60.00</p>